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Health and Personal Life Skills 9



Student Support Guide



**Distance
Learning**

Alberta
EDUCATION

Health and Personal Life Skills 9

STUDENT SUPPORT GUIDE



NOTE TO THE PARENT OR GUARDIAN

This Health and Personal Life Skills 9 Student Support Guide contains answers to questions in the accompanying Student Module Booklets. It should be kept secure by the parent or guardian if the student is under 16 years of age. Younger students should not have access to this guide except under supervision.

This Student Support Guide does not contain the answers to the accompanying Assignment Booklets. The Assignment Booklets will be graded by the student's distance education teacher.

This document is intended for	
Students	
Teachers (Health and Personal Life Skills 9)	
Administrators	
Parents	✓
General Public	
Other	

Health and Personal Life Skills 9
Student Support Guide
Modules 1–6
Alberta Distance Learning Centre
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Foreword

Welcome to distance learning. You have chosen an alternate form of learning that allows your student greater freedom in some ways than traditional classroom learning. It also requires discipline and motivation for your student to carry on without someone standing behind and pushing as a classroom teacher often does. For junior high students distance learning is generally more effective if there is a learning facilitator. A parent or guardian of a student studying at home can be this person. As the learning facilitator, you will have to help motivate and discipline your distance learning student.

This guide has been developed to assist you. It begins by familiarizing you with the process of learning at a distance. You will learn what is expected of a learning facilitator, how the course is set up, and how to help your student complete the course successfully. The remainder of this guide contains guidance and answers to the activities your student is expected to do. Begin by reading the introductory material in this guide.

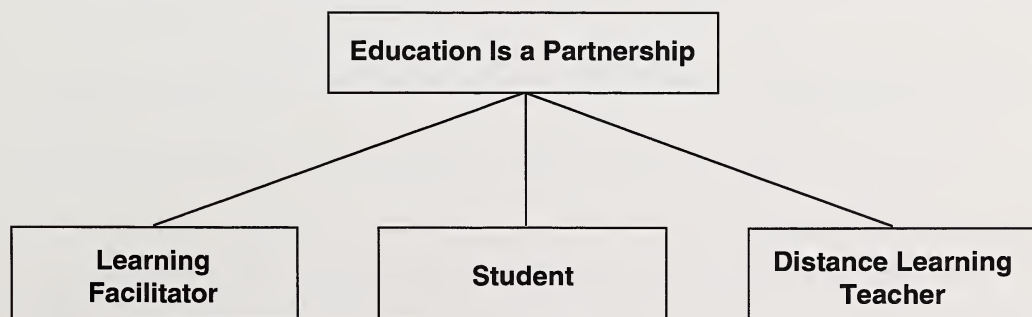
Distance Learning

The Role of the Learning Facilitator

As the learning facilitator, you have a key role in determining the success your student has taking this course. Students need encouragement and the confidence of knowing that the course is important to their future.

You are expected to perform the following duties:

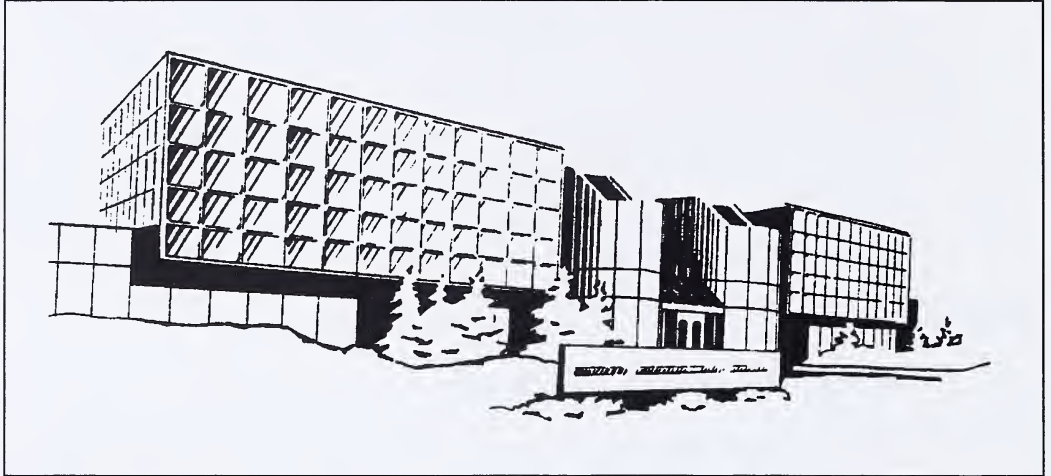
- Be the contact person with the Alberta Distance Learning Centre.
- Ensure the student has a suitable study area.
- Ensure the safe handling of media.
- Ensure the student establishes a timetable.
- Supervise the student's completion of modules.
- Monitor the student's progress.
- Provide the student with encouragement.
- Check the student's work or supervise the student's checking of the activities.
- Supervise the submission of assignments.



The Alberta Distance Learning Centre

The Alberta Distance Learning Centre helps those who want to learn at a distance.

The Alberta Distance Learning Centre



The Alberta Distance Learning Centre is a branch of Alberta Education. It helps educate approximately 40 000 students a year from all parts of Alberta, the rest of Canada, and all over the world. Not all of these students study on their own. Some students use distance learning courses to work at their own pace but work in schools or institutions under the guidance of a learning facilitator. The Alberta Distance Learning Centre provides materials for grades 1 to 9, the core subjects in high school, as well as many option courses. All courses follow Alberta curriculum guidelines.

The building, located in Barrhead, Alberta, is about 6 500 m². Barrhead is located 120 km northwest of Edmonton. It contains a modern printing and typography unit, an instructional design unit, a teaching unit, a shipping and mailing unit with its own postal code, and a student services unit. The staff numbers about 200. Some teaching staff work in their homes on a contract basis.

How the Assignments Are Processed



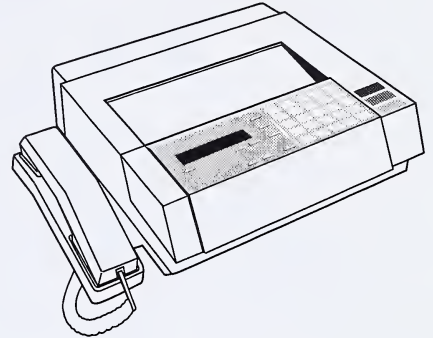
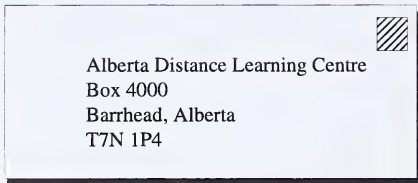
1. Your student's assignments are received at the Mailing Department and sent to the Recording Department.
2. At the Recording Department materials are separated and labels are checked to see that they are correct. Assignments are sorted into elementary, junior high, and senior high subject areas.
3. A code is entered into the computer to show that the assignments have been received.
4. Depending on the teacher to whom the student is assigned, the student's assignments come to the in-house teachers at the Alberta Distance Learning Centre or go to the contract teachers who work at home.
5. Corrected assignments are returned to the Recording Department. The marks are entered into the computer.
6. The assignments are put into envelopes and mailed back to the students.

It is important to label your materials carefully so that they are not lost in the masses of paper that are sent to the school.

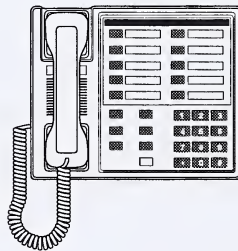
How to Make Contact

As the learning facilitator, one of your important roles is to be the contact person with the Alberta Distance Learning Centre. Staff members at the Alberta Distance Learning Centre may need to contact you from time to time. Also, it may be necessary for you to contact us. If you need help or information, you may contact the Alberta Distance Learning Centre in one of four ways.

1. You may write a letter to be mailed or faxed. The fax number is 1-403-674-6588.

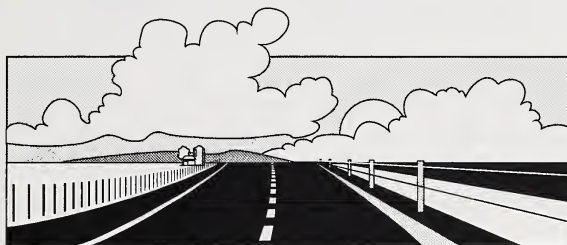


2. You may call the Alberta Distance Learning Centre.



- If you live in the Barrhead, Alberta, area, call 674-5333.
- If you live in other parts of Alberta, you may phone using the one province-wide telephone number that is available to all Albertans wanting to reach a government office anywhere in Alberta. The number is 310-0000. Dial this number and then ask for the Alberta Distance Learning Centre in Barrhead.
- If you live outside Alberta, call 1-403-674-5333.

3. Come to visit the Alberta Distance Learning Centre in Barrhead (120 km northwest of Edmonton). Office hours are 8:15 a.m. to 4:30 p.m., Monday to Friday, except on statutory holidays. Phone ahead if you wish to see a particular person.



4. Contact the Edmonton Study Centre. If you live in Edmonton, you may contact the Edmonton Study Centre for information, some supplies, and as a drop-off point for assignments. The hours are 8:15 a.m. to 4:30 p.m., Monday to Friday.

Edmonton Study Centre
9th Floor
Harley Court
10045-111 Street
Edmonton, Alberta
Telephone: 427-2766

When you are concerned about course content, ask for a specific teacher or a particular department. When you are concerned about registrations, testing, or accounts, ask for Student Services.



Student



Student



Teacher



Student Services



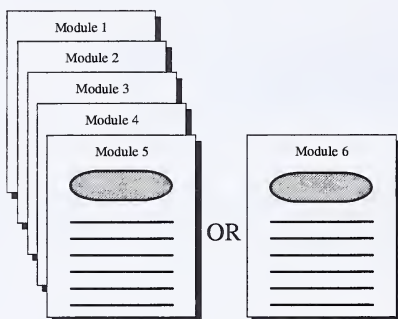
Registrations

All About Health and Personal Life Skills 9

How the Course Is Designed

This new learning package involves many other components in addition to the student support guide.

Modules



The print components involve booklets called modules.

The structure of the modules in Health and Personal Life Skills 9 follows a systematic design. Each module begins with a table of contents, a module overview, and an evaluation statement.

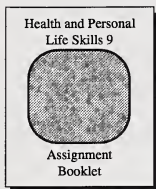
The body of the module is made up of closely related sections. The number of sections will vary from module to module, but each section contains student activities that develop strategies, knowledge, and skills centred around a theme.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities are optional. This flexibility caters to each student's personal situation.

The module summary focuses on the main ideas that the student has learned. This is an important part of the module because it discusses how all the ideas in the sections are related.

Assignment Booklets



Accompanying each module is an assignment booklet. The student's mark for each module will be determined by how well they do the assignments in the assignment booklet. If they are having difficulties, they should go back and review the appropriate section in the module booklet. Students are directed to the assignment booklet while working through the module booklet. The assignments usually follow several activities in the module booklet.

There are a number of assignments in the assignment booklet. The total of these assignments is 100 marks.

When the student has completed the assignment booklet, it should be promptly sent for corrections to the Alberta Distance Learning Centre. The assignment booklets have been designed for classroom use, for faxing, and for mailing. **If the booklets are not being mailed, you should remove the outside cover.** While you are waiting for feedback from the teacher, you are encouraged to have the student start the next module.

Media



VIDEOCASSETTE



COURSE
AUDIOCASSETTE
(providing general
teacher guidance)

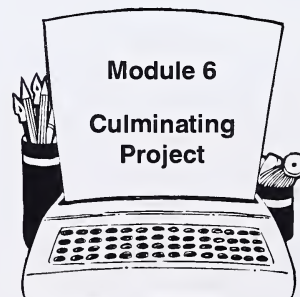
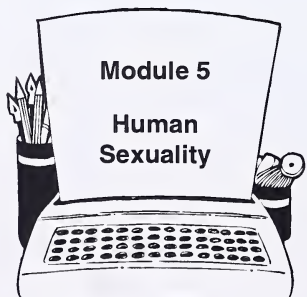
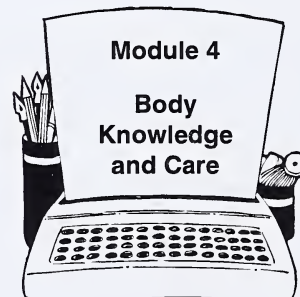
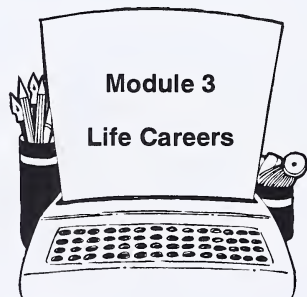
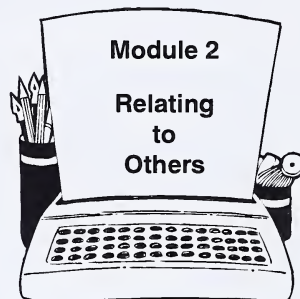
The package also includes references to media. Some types of media such as computer disks and laser videodiscs are optional; however, there are activities that contain media use that is mandatory.

A special audiocassette features a teacher guiding the student through the course. The appearance of the teacher icon reminds students that there is this additional help available.

A Description of Health and Personal Life Skills 9

Health and Personal Life Skills 9 focuses on the well-being of the student. It provides the student with the knowledge and skills to live effectively in today's society. It emphasizes the decision-making skills to allow the student to take charge of his or her moral, intellectual, social, and physical self.

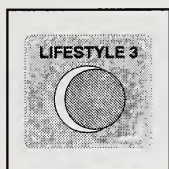
The course will provide the student with the opportunity to develop attitudes of self-awareness and acceptance. It will help the student develop feelings of adequacy, self-sufficiency, self-confidence, and self-worth. It will assist the student in making decisions that will allow him or her to feel good about himself or herself and function positively in today's society. It will enable the student to be prepared and plan for a career. It will assist the student in taking personal responsibility for healthful living through knowledge, understanding, and body care. It will make the student more aware of his or her responsibility in making positive, healthy life-style choices.



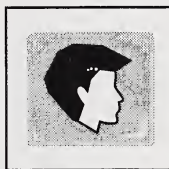
Symbols and Terms Used in This Course

Symbols

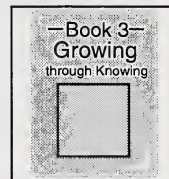
Health and Personal Life Skills 9 has a number of symbols in the margins. These symbols are used throughout the course.



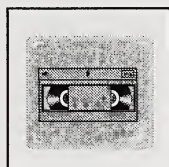
LIFESTYLE 3
TEXTBOOK



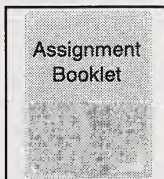
COURSE
AUDIOCASSETTE



*GROWING
THROUGH
KNOWING: ISSUES
IN SEXUALITY;
BOOK 3*



VIDEOCASSETTE



ASSIGNMENT
BOOKLET

Be sure that you and the student become familiar with these symbols.

Terms

When new terms or concepts are introduced in the course, it is important that the student understands that the terms are new and that he or she should read carefully to fully understand what the terms mean. The course has been designed so that new terms or concepts are given special attention. They are **defined** and **explained** within the sentence or paragraph. The meaning may be provided at the bottom of the page or in a note in the margin. Also check the beginning of the appendix in each module booklet. Sometimes a special glossary is included. As you supervise, make sure the student knows what the new term and concepts are and what they mean.

Course Materials

Materials

Materials Supplied	Materials Required	Optional Materials
Courseware <ul style="list-style-type: none">• Student Support Guide (1)• Module Booklets (5)• Assignment Booklets (5) Media <ul style="list-style-type: none">• audiocassettes	<ul style="list-style-type: none">• textbook For Modules 1 to 4: <i>Lifestyle 3</i> For Module 5 (optional): <i>Growing through Knowing: Issues in Sexuality; Book 3</i> Media <ul style="list-style-type: none">• cassette recorder <p>Required videos cited in the course can be obtained by completing the Loan Application Form located in the <i>ADLC Handbook for Elementary and Junior High Students</i> or in your registration package. It is important that you order these videos as soon as possible.</p> Other Books <ul style="list-style-type: none">• dictionary	Media <ul style="list-style-type: none">• VCR (VHS) <p>Optional videocassettes or laser videodiscs used in the course may be available from the Learning Resources Distributing Centre or ACCESS Network. You may also wish to call your regional library service for more information.</p>

When you receive your course materials, you should take time to look carefully at what you received. **Take note that your entire course may not be sent at one time.** If you received the wrong course or your course is defective in any way, notify the Student Services Department of the Alberta Distance Learning Centre immediately.

Handling the Courseware

Courses may involve audiocassettes and/or videocassettes. Whether the material is loaned or purchased, it is important to take care of these items. Scratches, dirt, grease, extreme temperatures, or magnetic fields such as those in electric motors will damage them.

Evaluation

Evaluation is important to the development of every learner. There are two kinds of evaluation used in the course: informal and formal. As the learning facilitator you will take part in the informal evaluation.

Informal Evaluation

The course contains two types of activities. In the module booklets there are learning activities that include basic practice and questions that help guide the student to a better understanding. It is important that these activities are corrected as soon as possible so that the student gets immediate feedback to confirm and clarify his or her understanding before he or she goes on.

In a classroom these types of activities would be corrected by the teacher or by the students as they are completed. In distance learning courses at the high-school level, the answers for these activities are included in the appendix of each module booklet so that the students can mark the activities themselves. **At the elementary and junior-high level, correcting the activities and discussing the results is one of the most important duties of the learning facilitator.**

When the student has completed an activity, you should skim over it before correcting to be sure the student has spent enough time and effort on the activity.

When checking a student's work, first focus on the work the student has done correctly and then comment on the student's effort. Then, if necessary, spend time clearing up any misunderstandings.

Following are a few suggestions that have proved to be constructive ways of handling errors. First, stop to consider why there are errors. Ask yourself the following questions:

- Is the student repeatedly making the same mistakes or do the errors appear to be random?
- Do the errors appear to be the result of carelessness?

If the student is repeatedly making the same mistakes, you may need to read through that section and explain in your words what the main ideas are.

If the error is random and doesn't have a serious impact, then it may be ignored.

If the error appears to be careless, you may need to

- check to see if the student understands the directions
- relate the activity where the error occurred to some meaningful aspect of the student's life
- discuss the information with the student
- have the student slow down
- give the student a rest

Always instruct the student to correct incorrect answers. The module booklet becomes an important reference when doing the assignments, and it is essential that it is accurate.

Remember, it is very important that the student not only learn from his or her corrections, but that he or she also realizes that making mistakes is a normal part of learning.

You may decide to let the student correct some of the activities after you have ensured that the student has spent enough time and effort on the activity. Make sure that you see the activity with its corrections before letting the student go any further in the module booklet.

It is of little value to the student if you do his or her work. How many items are incorrect is not the most important thing, but how the mistakes are handled. Sometimes it is easier when you're guiding the student to put in the answers, but it does not help the student learn the concept. Activities with examples have been included within the student module booklets to provide guidance for the student.

Formal Evaluation

Formal evaluation is based on the assignments in the assignment booklets that are marked by a distance learning teacher. There is an assignment booklet for each module in the course. The assignments are based on the work the student has completed in the module. The student may refer to the module booklet while completing the assignments. The following chart shows the percentage of the final course mark assigned to each module. The final mark is determined by how well the student does on all the modules.

Module 1 10%	Module 2 10%	Module 3 30%
Module 4 10%	Module 5 20%	Module 6 20%
OR		
Final Test 20%		

Module Evaluation

Each module submitted to the distance learning teacher is evaluated on the basis of the student's demonstrated understanding of the concepts taught in that module, completeness of work, neatness, and legibility. A letter grading is then assigned which follows the scale of percentage or performance equivalencies shown next.

A	80% – 100%	Outstanding
B	65% – 79%	Good
C	50% – 64%	Satisfactory
D	40% – 49%	Needs Improvement
F	0% – 39%	Unsatisfactory
I	Incomplete	Follow the distance learning teacher's
R	Repeat	directions and return the entire module in order to receive a grading.

Final Mark

Health and Personal Life Skills 9, being a core subject in junior high, requires the writing of a final test that must be supervised by a responsible adult. (See the *Handbook for Elementary and Junior High Students* for details.) This supervised test must be written before the student's registration expires. The test will not be returned to the student. In order to receive a passing grade in Health and Personal Life Skills 9, the student must score a "D" or better on the final test and have an overall standing of "C" or better for the entire course.

The final mark is determined by how well the student does on all the modules and the final test. The test makes up 40% of the student's mark. The other 60% is based on course work, as evaluated by the student's distance learning teacher. If a student is dissatisfied with a mark, an appeal test may be requested. Such a request must be made by the student within thirty days of receipt of the result statement.

Report Cards

Report cards are mailed twice a year – in October and in February – to all nonschool students under sixteen years of age. The principal or superintendent is also sent a copy of the report card. This card shows the number of modules completed in the course, the average grading per module, and the final mark received for the completed course.

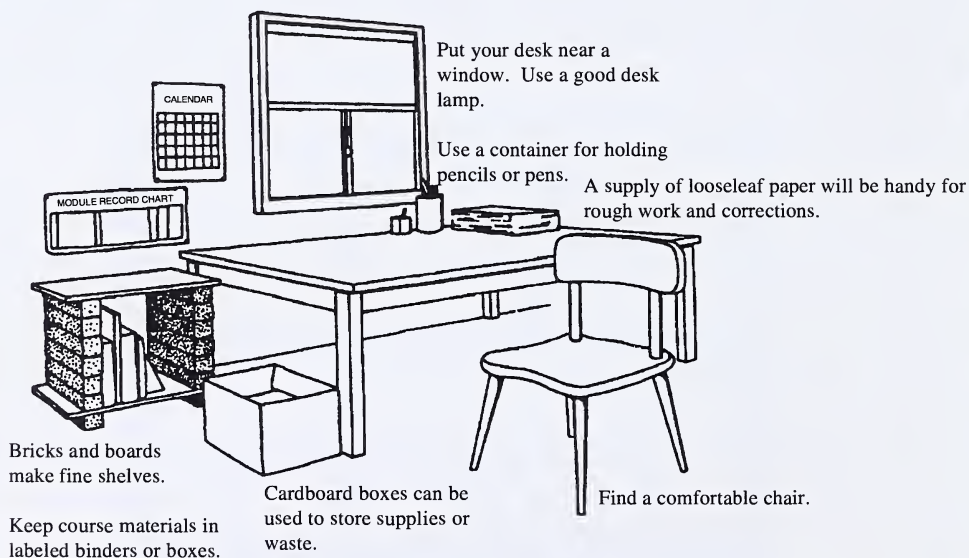
Starting Out Right

Proper planning, organization, and good study habits will help your student to succeed in academic studies. This section of the guide will give you and your student some idea of how to use time efficiently so that the student can achieve predetermined goals. If you are new to distance learning, both you and the student will probably benefit from the tips on time management and study habits in this section.

Setting Up Shop

Probably one of the best ways to ensure success in distance learning is to establish a study corner. This is a quiet, well-lit area where the student can leave books, papers, and supplies. It should be an area where there are no distractions—telephone, radio, television, or people engaged in other activities. Find the best place for studying in your home. A comfortable chair and sufficient work space (table or desk) are essential. All necessary supplies, tools, materials, and books must be gathered. The work area could contain exercise equipment like barbells or even an exercise bike. When your student begins to feel sluggish, encourage a ten minute exercise break.

The following diagram may be helpful for organizing your study area.



Students should keep these things in their work area:

pens	atlas	extra paper	writing portfolio	return envelopes
pencils	eraser	thesaurus	library books	module materials
glue	dictionary	timetable	pencil crayons	ADLC phone number

An efficient student work place will help learning.

Time Management

There are so many demands on people's time nowadays that a real effort must be made to organize work and activities. This organization or planning is called time management.



With distance learning, it is a necessity that the student plans a schedule. Your duty is to ensure that the student does some advance planning. Check the final plans to see if they are realistic.

Only you and the student know exactly how much time is available for completing a course. It does not matter too much what time of day the student does course work; this varies with the individual's situation. Distance education is flexible. To decide exactly how much time the student must take for studies, the student must set priorities. Together you must decide exactly when you wish to have the course completed. You must take into account time worked away from home, time needed for chores, and time needed for recreation and relaxation when you make this estimate.



Make a Weekly Plan

Discuss with your student the importance of weekly planning.

People who write for a living always have deadlines to meet. They cannot wait for inspiration. They discipline themselves to sit down and write for a number of hours every day. Whether they like it or not, they stick to a schedule. This determines success.

Work with your student to

- keep track of what your student usually does in a typical week
- plan the studies your student can do in a typical week
- keep a list of what your student must do each day and cross off each study task as it is completed
- find your student's own best time to study
- set deadlines and stick to them
- not dwell on failures and get back on schedule

Have the student fill in a weekly timetable.

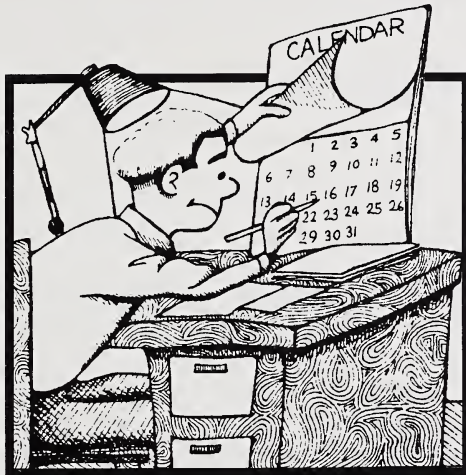
Sample Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Begin when the student usually wakes up.							
↓							
Write in every hour.							
↓							
End when the student usually goes to bed.							

The student should keep track of every major activity. It is not wise to plan to use 100% of the student's time. Allow for possible interruptions and jobs taking longer than planned.

Make a Monthly Plan

The next step is planning a monthly schedule with your student. The student should block off the days that are not available for studying



- Count the days that are available between the start of the course and the desired finishing date.
- Allow time for review.
- Count the number of sections or modules that must be completed within this time.
- Estimate how many days are available to complete each section and each module.
- Make a monthly plan similar to the one shown here.

Sample Monthly Timetable

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Total Work Days Available for Study: <input type="text"/>						
Goal: <input type="text"/>						

Make a Course Plan

When you both have an idea of how much time is available every day, week, and month, look at a plan for completing the course(s) that the student is studying. Modify these plans as circumstances change. Be flexible, but don't procrastinate. Experience has shown that a planned approach to module completion is far better than the hit-and-miss method of completing modules now and then, as you feel like it.

Sample Course Timetable

Course Name _____		Planned Completion Date _____		
Starting Date _____		Actual Completion Date _____		
Module	Planned Completion Date	Actual Completion Date	Date Mailed	Date Returned

The student needs determination and perseverance to continue working independently. The student also needs your positive support and interest to keep motivated.

Supervising the Completion of Modules

Try to ensure that the student is following the established timetable as closely as possible and that the target dates for module completions are being met. If, for some reason, the student misses time from studying, the student should spend additional time during the evenings or weekends in order to complete the course(s) within the desired time limits.

When the student has completed the learning activities, you should allow the student to do the assignment. Afterwards you should go over the assignment to ensure that the student has spent enough time on the assignment. When the assignment is done satisfactorily, submit the assignment.

Basic Study Tips

Planning and good study habits will help the student to succeed in distance learning. Here is a short list of important tips to discuss with the student.

- Work together to make a course plan and weekly timetable. Follow them as closely as you can.
- Remember that mornings are usually better for concentration. Learning styles may vary from student to student.
- Check to see that all necessary materials and supplies are close by before starting work.
- Have the student take relaxation or exercise breaks between study periods.
- Be sure that the student completes all activities carefully and reviews corrections before moving to other assignments.
- Ensure that the student understands and follows directions carefully when completing activities. If the student is unclear about what to do, the student should then start by rereading the directions. If there are still problems, the student should discuss the activity with the learning facilitator. Sometimes reviewing the previous activities is helpful.
- Ensure that written responses are the student's own work.
- Encourage the student to switch subjects or activities before they become stale. If the student is working regularly and truly concentrating, one or two hours on one subject should be enough at one sitting.
- Have the student be sure that writing is neat, legible, and complete.
- Encourage the student to discuss his or her reading and writing with you.

Procedures

How to Send in Your Assignment Booklets

Assignment booklets, along with any other requested materials, should be submitted to the Alberta Distance Learning Centre as soon as possible after the completion of each module in order to obtain speedy, regular evaluation and feedback. The student can proceed with the next module while waiting for the return of the assignment booklet.

Please ensure that your student's file number is on all assignments, tapes, and disks sent to the Alberta Distance Learning Centre.

Report any change of address immediately. If a change is not reported, it is impossible for the school to forward information, letters, or test applications.

Mailing

The student is required to pay the postage on everything sent or returned to the Alberta Distance Learning Centre. To speed up handling, first-class postage is recommended on all assignments submitted.

The student is expected to perform assigned work and to correspond with teachers and administrative staff in an appropriate manner. The Alberta Distance Learning Centre reserves the right to cancel, without refund, the course of any student whose conduct is unbecoming.

Do not enclose letters concerning fees, guidance, additional courses, final tests, or general inquiries with assignments. Send these by separate mail to speed their handling and to avoid being misplaced.

Dropping Off Your Assignment Booklets

You may drop off assignments at the Edmonton Study Centre or in Barrhead at the Alberta Distance Learning Centre.

Faxing Your Assignments

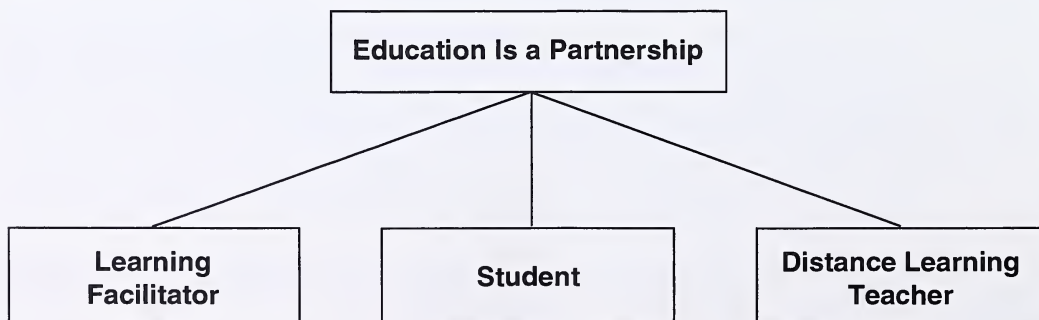
Check to see that all response pages have been completed as directed. Costs for faxing assignments to the Alberta Distance Learning Centre are the responsibility of the student.

What to Do with Returned Assignment Booklets

Review returned assignments carefully with the student, noting the marks, teacher's corrections, and comments. The teacher may suggest that the student make certain choices of activities in future modules to help practise needed skills. The teacher may also ask the student to complete skill activities that are either included in the course or sent by the teacher. Returned assignments should be kept for future review and study.

Summary

This introductory section of the Student Support Guide has been developed to assist you in your role as learning facilitator. Develop a routine and a good working relationship with your student. Remember, education is a partnership.



STUDENT QUESTIONNAIRE FOR HEALTH AND PERSONAL LIFE SKILLS 9

Learning Facilitator: Please help your student complete this form and return it with the first module assignment.

Name _____ File Number _____
Address _____ Telephone Number _____
_____ Age _____
_____ Date _____

1. Provide details of the last Health and Personal Life Skills course you successfully completed.

Course _____ Year Completed _____
School _____ Final Mark _____

2. What school are you attending now (if any)?

3. Are you working on this course

- ☐ at home?
- ☐ at school?
- ☐ both?

4. Are there other students in your school or district taking correspondence or distance learning courses?

- ☐ Yes
- ☐ No

5. Are there any other students in your school taking this course by correspondence or distance learning?

- ☐ Yes
- ☐ No

6. What other courses are you taking by correspondence or distance learning?

7. Have you taken correspondence or distance learning before?

☐ Yes ☐ No If yes, when?

8. Why are you taking correspondence or distance learning now?

9. Mention any special factors (handicap, illness, family problem, etc.) that might influence your progress in your studies.

In order to get to know you better, we would like you to tell us a bit about yourself. Write a paragraph or two telling us about yourself and your plans for the future, or anything else that you think is interesting.

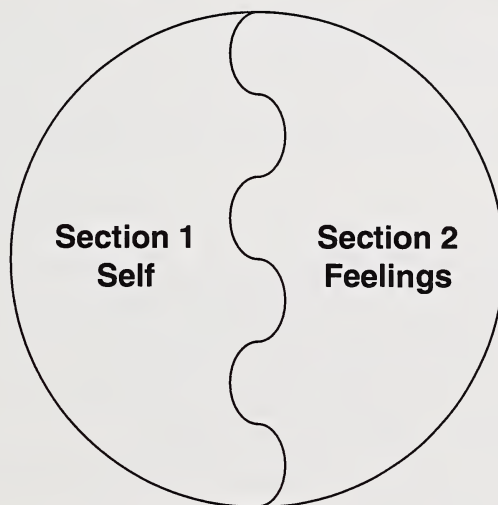
Please attach a recent photo of yourself if possible.

Module 1: Self-Awareness and Acceptance

Overview

At each grade level, the Health and Personal Living Skills course begins with a focus on the individuality of each student. At the Grade 9 level, Module 1 is designed to assist the student in understanding more about himself or herself—his or her self-concept—and the components of the self. As with Module 1 in previous grades, there is a strong emphasis on such topics as emotions, decision making, and the responsibility for personal change. Unlike Module 1 in the previous grades, there is an important emphasis on three difficult topics—depression, suicide, and stress. Because of the importance of these topics, the personal impact of some of the considerations, and the sometimes controversial nature of the issues, it is important that you be sensitive to the concerns of the student and to be aware of signs of discomfort either in the behaviour or the written work of the student.

Module 1 Self-Awareness and Acceptance



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	59 marks
Section 2 Assignment	<u>41 marks</u>
TOTAL	100 marks

Section 1: Self

Key Concepts

- self-concept and future achievement
- perceptions of others
- interdependence
- personal responsibility for change
- values and decision making
- personality

At each grade level, Module 1, especially Section 1, is seen as being key to the development of individual ideas and awareness which will become part of the learning for the remainder of the modules. This is because Section 1 takes the student through a journey of self-exploration and awareness. The level of awareness which results is valuable in integrating the information in later modules dealing with such topics as relationships, well-being, career/future planning, and, in some cases, sexuality.

In Section 1 the student will learn about the qualities that make him or her unique. The student will see that these qualities may be seen in both positive and negative ways. The student will find ways in which he or she can emphasize his or her positive attributes and look for ways to make changes in those areas which he or she may identify as negative. In this process, the student will be re-introduced to a model for personal change and a decision-making process.

Although the purpose of the activities is to lead the student toward a positive appreciation of himself or herself, a student whose self-concept is weak or negative will need encouragement and support to look for the strengths and skills or support in making personal changes.

As you provide support and encouragement to the student, you may find that his or her answers are becoming more complete and deal with important thoughts and beliefs. This will be especially true as the student finishes Section 1 and begins Section 2, which deals more deeply with emotions and emotional issues.

Answers to the activities and exercises will vary greatly depending on the life experiences and self-concepts of the student. Some possible answers are suggested where appropriate.

Most of the activities and exercises for this module do not have answers that are absolutely right or wrong. Therefore, when evaluating a student's work, it is important to take into consideration criteria such as creativity, completeness, thoughtfulness, and quality of the final effort.

Section 1: Activity 1

1.
 - a. The student will simply identify himself or herself.
 - b. Answers may refer to an address, a geographic location, or a room in the house.
 - c. Answers may include instruments played, favourite singer/group, or favourite type of music.
 - d. Answers may include names of best friends, ease at making friends, and so on.
 - e. Answers may include sports played, favourite teams, sports heroes, and so on.
 - f. Answers may include the family name, the number of people in the family, names of siblings, and future goals.
 - g. Answers may include pet names, types of pets, and future goals to own a certain pet.
 - h. Answers may include favourite foods, cooking, or a favourite restaurant.
 - i. Answers may include artistic skills, athletic skills, academic skills, people skills, or job skills.
 - j. Answers may range from "I don't watch TV," to favourite shows or possibly future goals in TV.
 - k. Answers may cover the entire gamut of feelings.
 - l. Answers may include feelings about school, favourite subjects, marks, and so on.
 - m. Since a career is one's whole life, answers may include education, jobs, travel plans, and family goals.
 - n. Answers may include sports heroes, historical heroes, artistic heroes, family members, and so on.
 - o. Answers will probably include the students' favourite vacation place or where they would like to visit in the future.
 - p. Answers will likely include high school, college, or university plans, or apprenticeship ideas.
2. Answers to the interview questions will vary greatly.

The first few answers should reflect the student's name, future location, future area of study and post-secondary institution (if applicable), and future occupational goals.

The second group of questions deals with relating personal qualities, interests, and values to occupational choices. The student should list positive qualities, skills, and beliefs. Interests will vary, but should relate to the occupation chosen.

The student is then asked for a personal description of himself or herself as if he or she is looking back from fifteen years in the future. Descriptions should include strengths; weaknesses; changes to be made; and physical, intellectual, emotional, social, and spiritual qualities.

The student should then describe the changes between his or her “Grade 9 self” and his or her “future self.” The student’s answer should indicate that he or she has thought about those things that are unlikely to change or that are worth maintaining, and those things he or she will change to enhance himself or herself.

The student is asked to identify important role models and explain how they were influential. Answers may range from family members, to sports and movie heroes, to fictional characters about whom he or she has read.

The student is then asked to list some important decisions he or she has made. Answers should reflect thoughts about the future and may include decisions about marriage, family, school choices, travel plans, and so on. The student should also indicate other decisions that still need to be made.

The final part of the interview asks the student to name the most positive qualities maintained and the most positive change made. The student’s answer should mention personal strengths and reflect a future goal or intended change.

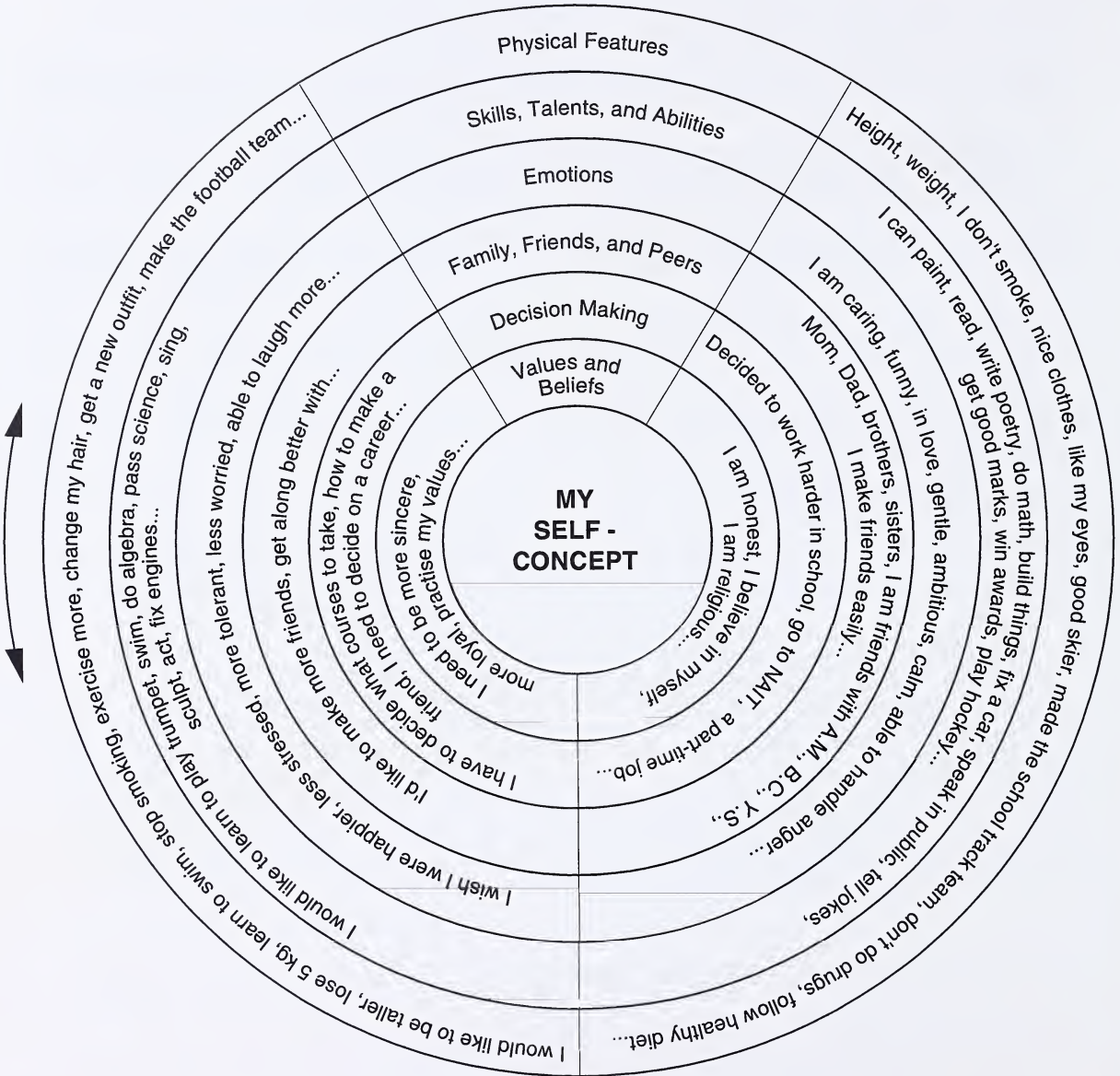
3. The student may have difficulty thinking of positive qualities or areas for improvement on all six layers of the *humonion*, and may need some guidance about the types of strengths or areas of change that could be included.

Encourage the student to list as many strengths and areas in need of change as possible.

A sample *humonion* has been included for reference. It is shown on the following page.

4. Refer to the sample *humonion* for possible answers.
5. Refer to the sample *humonion* for possible answers.
6. Refer to the sample *humonion* for possible answers.
7. Refer to the sample *humonion* for possible answers.
8. Refer to the sample *humonion* for possible answers.

HUMONION



Section 1: Activity 2

3. Answers will depend on whether or not the student feels he or she has a more positive or more negative self-concept. If the student with whom you are working indicates a self-concept toward the more negative end of the continuum, it would be a good idea to discuss the reasons behind this choice and, as the section progresses, to place greater emphasis on positive changes to the self-concept or the layers of the *humonion*.
4.
 - a. personal interest: The student's answer should include the importance of developing a wide range of interests and hobbies as a way of developing positive self-concepts.
 - b. school: The student's answer might include such things as taking more interest courses in school, getting extra help in subjects, getting more involved in extra-curricular activities, and so on.
 - c. new skills: One positive way of improving self-concept is to develop new skills, take an interesting course, or learn a new sport.
 - d. family: When the student is working on self-concept, the support of family is a plus. Spending time with a favourite member of the family can also help.
 - e. teachers, counsellors: This answer may include asking a teacher for help to improve in a subject area, talking with a counsellor about making personal change, spending time with a caring coach, and so on.
5. The student's answer might include any of the following:
 - a. computer programmer, computer salesperson, software developer, scientist
 - b. photographer, photo journalist, artist, designer, camera salesperson, advertising, magazine designer, film developer
 - c. drama teacher, playwright, actor or actress, radio announcer, television reporter, set designer, costume designer
 - d. athlete, coach, physical education teacher, sports therapist, referee, sports official, sports reporter, sports equipment salesperson
 - e. carpenter, furniture maker, designer, artist, wood carver, contractor, Industrial Education teacher
 - f. mechanic, automobile designer, cross-country racer, motorcycle salesperson
 - g. flight attendant, hotel manager, tour guide, sales representative, taxi driver, waiter, waitress
 - h. salesperson, gift consultant, store manager, shopping mall designer, buyer for retail store
6. The student's answer might include any of the following:
 - a. math teacher, scientist, accountant, banker, engineer, cashier
 - b. teacher, nurse, counsellor, therapist, day-care worker, social worker, dental assistant
 - c. inventor, physicist, botanist, pharmacist, doctor, environmentalist, farmer, oil rig worker
 - d. writer, journalist, novelist, poet, playwright, editor, secretary, teacher, bookstore owner
 - e. historian, lawyer, teacher, sociologist, psychologist, politician, author
 - f. teacher, interpreter, flight attendant, tour guide, editor, journalist
 - g. dietitian, nurse, fashion designer, interior decorator, personal trainer, chef, teacher
 - h. teacher, welder, carpenter, mechanic, designer, architect, draftsman, horticulturist
 - i. coach, athlete, sports official, sports therapist, recreation director, camp leader, life guard
 - j. actor, director, sculptor, cinematographer, critic, journalist, musician, producer, sound mixer

7. The student's answer might include any of the following:
 - a. consultant, business person, artist, inventor, entrepreneur
 - b. counsellor, teacher, parent, psychiatrist
 - c. construction worker, trapper, recreation director, naturalist, warden, forestry worker
 - d. police officer, firefighter, armed forces personnel, window washer, pilot
 - e. journalist, sales representative, doctor, politician, lawyer
 - f. sales representative, pilot, truck driver, armed forces personnel, athlete, politician, flight attendant, travel consultant
 - g. parent, home business operator, office worker
8. This portion of the activity relates specifically to the student's interests, skills, and values, and the ways in which these three areas might relate to possible career or occupational choices.

Section 1: Activity 3

1. a. The student should have indicated that friends, parents, siblings, peer groups, or teachers may form opinions that could influence self-concept.
 - b. The student's opinion is the most important one in the long run. The opinions of others are influenced by their own biases. Emphasize that the student knows himself or herself better than anyone else does.
2. a. Obviously there will be a wide range of responses depending on whom the student selects as friends, teachers, neighbours, and peers. For the second portion of the question, you are encouraged to discuss the results with the student using the following questions. Were you surprised at the responses of other people? Were you positively or negatively surprised? How accurately did you predict the outcome on the chart?
 - b. The student's answer might include statements like the following:
 - They know me in different situations.
 - I am more open around some of them than others.
 - I've known some of them a lot longer.
 - I behave differently around my friends than around my teachers.
 - Each one has his or her own biases and points of view.
3. The student's answer might include any of the following:
 - a. best friend, music store salesperson, *Rolling Stone* magazine critic, radio DJ
 - b. best friend, coolest or best dresser from among peer group
 - c. best friend, older sibling, hairstylist, favourite television star's style
 - d. parent, other friend, teacher, school counsellor, sibling, friend's parent
 - e. subject area teacher, school counsellor, tutor, parent, another teacher
 - f. high school counsellor, parents, teachers, person in future career, older siblings
 - g. parents, grandparents, teacher, counsellor, career centre, employer
 - h. best friend, siblings, parents, boyfriend, girlfriend
 - i. friend, counsellor, another relative, someone else at home with whom the students are not having a problem, minister, teacher
 - j. themselves, parents, friends, other family members, favourite teacher
 - k. themselves, parents, minister, friends, peers
4. Look for explanations which indicate that the student feels that he or she is trusted, gives good advice, is positive in his or her treatment of others, and so on.

Section 1: Activity 4

3. a. The student's answer should be similar to the following example.

YOUR INTERDEPENDENCE

Who	When	Why
parents, older siblings, extended family	BIRTH	food, shelter, life, babysitting, love
parents, older siblings, playschool teacher	AGE 5	love, learning, food, shelter
parents, older siblings, teachers, friends, coaches	AGE 10	learning, companionship, love, recreation
parents, teachers, friends, boyfriend/girlfriend, employer	AGE 15	advice, love, learning, part-time work
professors, employers, spouse/partner, friends, parents, children	AGE 25	education, work, companionship, love, support
spouse/partner, children, employer, neighbours	AGE 40	love, support, work, friendship

- b. The student's answer should be similar to the following example.

DEPENDENCE ON YOU

Who	When	Why
parents, older siblings, extended family	BIRTH	love
parents, younger siblings	AGE 10	love, learning, companionship
parents, younger siblings, teachers, friends, coaches	NOW	love, chores, teaching, fun, teamwork
parents, teachers, friends, boyfriend/girlfriend, employer	AGE 20	advice, love, learning, part-time work
employers, friends, spouse/partner, parents, children	AGE 30	education, work, companionship, love, support, food, shelter, clothing
spouse/partner, children, employer, neighbours	AGE 40	love, support, work, friendship, food, shelter, clothing

- c. The student's answer may include any of the following factors:

- marriage
- location
- independence
- education
- economic situation

4. The student's answer may include any of the following:

- get as much education as possible
- learn good decision-making skills and problem-solving skills
- work to develop a positive self-concept
- develop entrepreneurial skills
- develop as many skills as possible

Section 1: Activity 5

1. The answers to this question are completely dependent upon the work done in Activity 1: *The Humonion*. The student should select as many positive qualities as possible.
2. The student's answer will depend upon the qualities listed.
3. The student's answer should reflect an attitude of positive self-worth or self-esteem.
4. The student's answer will depend on what layer of the *humonion* was selected and the particular quality that he or she wishes to continue to enhance. Generally, however, look for suggestions like the following:

- continue to study for exams
- ask for advice when making decisions
- exercise regularly
- continue to practise effective stress relaxation ideas
- act in a friendly supportive manner toward others

Also accept other answers that indicate a commitment toward personal action, learning, friendships, and so on.

Others who could assist in the task might include parents, friends, teachers, coaches, other family members, agencies, professionals, or neighbours, depending on the nature of the quality originally chosen.

5. The answers to this question are completely dependent upon the work done earlier in Activity 1: *The Humonion*. The student may select any qualities he or she wishes. The student may list qualities that are negative in nature. Examples of such qualities might be contained in phrases such as the following:
 - I have no friends.
 - What's the use of making decisions?
 - I'm useless at everything.
 - I'm sad all the time.
6. It is hoped that the student will check off at least one of the changes listed. If he or she does not, you should suggest that he or she look back at the *humonion* to see if there is anything changeable on any layer.
7. In order to continue with this activity, at least one item will have to have chosen.
8. The student's choice will reflect both the importance of the change and his or her belief in the possibility of making the change.
9. What the student will notice different about himself or herself will depend on what his or her original situation is. Answers should reflect the belief that the change will be positive.
10. Look for statements reflecting the importance of the change, the reasons why the present situation is negative, or examples of the belief the student has in his or her ability to handle this particular change.
11. The student's answer might include the following:

dad	He has lots of good ideas.
mom	She's really encouraging.
best friend	He's been through a similar change.
hockey coach	He can give me an idea of some other choices.

12. The student's answer might include the following:

family doctor	She's an expert on diet and exercise.
school counsellor	He knows a lot about post-secondary education.
Social Services	They work with teens in trouble.
a lawyer	Can advise me of my rights.

Section 1: Activity 6

1. This answer will depend on the answer given in Activity 5. The student should indicate the change to be made.
2. You should confirm that the change has been written as a goal statement as indicated by the example in the question.
3. Although the student's answer will depend on the type of change and personal circumstances, the answer should reflect at least one gain that will result from the change.
4. The three steps chosen will reflect the nature of the change being contemplated, the resources available, and the imagination of the student. You should confirm that the steps chosen reflect relatively small, easily attainable steps.
5.
 - a. The student should indicate his or her long-term goals and the first steps toward those goals.
 - b. The word *try* was omitted because it weakens the intent of the contract statement. Although the word *try* is perfectly acceptable on its own, it is often used to indicate potential failure.
6.
 - a. The student's answer might include such things as the following:
 - too many temptations
 - no support from friends or family
 - first step was more difficult than I thought
 - I didn't choose a realistic goal
 - not enough inner or outer resources
 - b. The student's answer might include the following:
 - Try again.
 - Don't give up.
 - Is there anything I can do to help?
 - See if you can find another first step.
7. The student's answer might include the following:

Mom	supporter
Dad	chief advisor
friend	supporter
teacher	advisor
8. The student should indicate behavioural, physical, emotional, and personal changes that will start to occur if he or she is successful in his or her contract. The type of change will depend on the nature of the contract.
9. Celebrations could include treating oneself to time with a friend or participating in a hobby. A celebration should not cause a person to break the contract. For example, if a student has a contract to smoke less, it would be inappropriate for the celebration to be having a cigarette.
10.
 - a. It is likely that the student will use one of the remaining original three steps as the second step.
 - b. The student's answer should reflect a realistic appraisal of the magnitude of the changes he or she is making. You or another caring adult can provide the benefit of experience in assisting the student to set realistic time lines.
 - c. The student's answer should reflect a realistic appraisal of some of the conditions, habits, or attitudes which may have contributed to the need for change in the first place.

11. The student is to complete the contract for change first by indicating the long-term change to be made. The student must then indicate what his or her first small, one-week step will be. Some of the student's supporters should also be listed. These people may include parents, siblings, friends, teachers, and so on.

The student is also asked to list some of the obstacles or setbacks he or she may expect to experience during his or her change. The student should also offer a positive solution to any possible setbacks or obstacles.

Also listed are the differences that should be noticed if the change is succeeding.

The student should then indicate the start and end dates for the contract, a possible second step, and a possible celebration for completing the first step.

The contract is then to be signed and dated.

Section 1: Activity 7

1.
 - a. The student may have added personal values that were not described in the list.
 - b. The important aspects of the choices are the reasons behind the student's selections. The student should express his or her reasons as positive supports. For example, the selection of *friendship* might be supported by a statement such as "Good friends help a person find other values such as loyalty, humour, and love."
 - c. As with the previous question, the answer should reflect the student's personal beliefs. Reasons behind the lower placement might reflect the fact that these values are included in other values or are completely unimportant to that person.
 - d.
 - i. The student's answer could range from "It wouldn't bother me at all," to "I'd panic and want to choose some other value instead."
 - ii. The student's answer will vary and range from one who wouldn't care at all to one who would reassess his or her decisions.
 - e. Given the extensive nature of the list, the student will not have made additions. If the student did make additions, he or she will likely have very strong personal reasons for having done so.
 - f. It is likely that the student will feel that he or she would have valued different items on the list. You should look for an understanding of the changes in values and especially the reasons behind the changes.
 - g. The answer to this question will tell you a lot about the student. The student's list will reflect those qualities that are very important not only to his or her self-concept, but to decision making over a lifetime.
 - h. The answer to this question is very subjective. The importance lies not only in what the student is predicting for himself or herself, but also why the student feels that some values will strengthen while others will weaken.
 - i. See the answer for question 1.h.
2. The student's diagram should indicate that values are influenced by culture, sports heroes, family values, religious beliefs, society, observations of other people, and new experiences.
3. These answers are very subjective. Possible answers may include the following.
 - a. A value that I have learned from my family is **always be respectful of myself and others; religious beliefs.**
 - b. A person whose opinion I really value is **my mom, dad, grandparent, best friend, older sibling, or teacher.**
 - c. When it comes to my values, I am proudest of **my honesty, loyalty, belief in freedom, belief in hard work, and fairness.**
 - d. A favourite story that describes my values is **(answer will be very specific to the student).**

- e. A family rule that illustrates one of my values is **everyone's opinion will be listened to at the table**.
 - f. A value that I think the world needs more of right now is **peace, understanding, a world of beauty, equality, and freedom**.
 - g. A phrase, saying, or quote I use that reflects my values is **(answer will be very specific to the student)**.
 - h. An occupation that uses values which I admire is **ministry, teaching, parenting, doctor, police officer, or ecologist**.
 - i. A teacher I have had who demonstrated strong values is **(answer will be very specific to the student)**.
 - j. A song that describes my values is **(answer will be very specific to the student)**.
 - k. One of my personal heroes is _____ because **(answer will be very specific to the student)**.
 - l. If I ever choose to be a parent, I will want to pass the following values on to my children: **respect for self and others, honesty, reliability, caring, and equality**.
 - m. A fictional character who comes closest to my own beliefs would be **(answer will be very specific to the student; the key to the answer lies in the reason behind the selection)**.
 - n. Something I value more now than when I was younger is **freedom, wealth, friendship, love, and education**.
 - o. Something I may value more in the future is **love, wealth, freedom, success, justice, and responsibility**.
 - p. A recent decision I made that was based on my values was **(answer will be very specific to the student)**.
4. a. The chart will reflect the student's particular day. The answers in each space or the times of the decisions are not important. Instead, discussion should centre first around the tremendous scope of the decisions, ranging from very simple to complex. The second aspect in the chart is the value associated with each decision. Was the student able to associate every decision with a value, or were some decisions too minor to have a value attached?
 - b. The student's answer will depend upon the particular day shown.
 - c. Check to see that the student has explained his or her answer.
5. **Step 1:** Decide what the actual problem is and write it down.
Step 2: Make a list of all the possible solutions.
Step 3: Consider the advantages and disadvantages of each solution.
Step 4: Given the advantages and disadvantages, decide on the best possible course of action for you.
Step 5: Accept responsibility for your own decisions.
Step 6: Develop a plan of action for carrying out your decision.
Step 7: Carry out the action.
Step 8: Evaluate the consequences of your decision and action.
6. a. He's about to get hit by a bus!
 - b. Some possible solutions may include the following:
 - He could run down the road at 41 km/h.
 - He could run further out into the street.
 - He could yell "STOP!" as loudly as possible.
 - He could jump back on the curb.
 - He could lie down and hope the bus passes over him.
 - He could jump as high as possible and hope the bus goes underneath him.
 - He could stand there and let the bus hit him.
 - c. The student's answer will depend upon the solutions listed.

- d. Two examples from the list of solutions are used.

CHOICE ONE: He could run ahead of the bus at 41 km/h.

Advantages

- The bus wouldn't hit him.
- The exercise would be good for his cardiovascular system.

Disadvantages

- He couldn't keep up the speed long enough.
- He might run in to the back of something else, and at that speed, he'd be killed.

CHOICE TWO: Jump back on the curb.

Advantages

- The bus would miss him since it will remain on the road.
- The curb holds no other life-threatening dangers.

Disadvantages

- It is a dull and uninteresting alternative and lacks excitement.
- He's no closer to getting across the street than he was when he started out.

- e. The student's answer will depend upon the alternatives listed.
- f. The student should have indicated that his or her choice was related to a personal value.
- g. The student's answer will depend upon the choice made.
- h. If Clarence made the correct choice, he'll still be alive.
7. a. The student should be encouraged to state the problem as a positive action statement. For example, "I am going to..."
- b. The student's answer will depend upon his or her own personal support system.
- c. The student's answer will likely range from the serious to the absurd, especially after doing the exercise about Clarence.
- d. By this stage problem selection should include potential solutions which are plausible.

You should look for evidence that the student has given serious thought to the advantages and disadvantages of each possible solution. The number of possible advantages and disadvantages is not as important as the student's consideration of the relative merits or demerits of each solution.

- e. For whichever solution is chosen, the student should be able and prepared to discuss the reason behind his or her final choice. The choice should reflect an actual weighing of the advantages and disadvantages.
- f. The student's answer will reflect a wide range of personal values, but it is important to look for the explanation or description. Does it show that the student understands the connection between values and decisions?
- g. The answer should indicate that the student understands that owning one's decision means taking personal responsibility and believing that the solution will depend on personal commitment and action.
- h. The answer should demonstrate that the student understands the value of small, concrete steps on the way to larger solutions.
- i. The student's answer should contain positive, observable personal or situational changes.
- j. The student's answer should reflect a belief in personal responsibility for change and the concept of setback as opposed to failure.

Section 1: Activity 8

1. Personality includes values, behaviours, emotions, relationships, and thoughts about oneself—all the characteristics that make a person unique.
2. All layers of the *humorion* are included in personality.
3.
 - a. The student's answer should reflect information related primarily to the positive side of the *humorion*: watch for a description that is based on negative aspects of personality. The latter may need someone to further assist with positive changes and/or personal support.
 - b. If you choose to discuss this answer with the student, centre the discussion around similarities and differences. For example, was he or she hoping for someone similar to themselves or completely the opposite?
4. Since the student is being asked to describe people in his or her life, the answer can vary greatly. Follow-up discussion may again emphasize similarities and differences between the student and the people he or she has described.
5.
 - a. The student's answer might include the following:
 - having strong values
 - being loyal to friends
 - being intelligent
 - being friendly, outgoing
 - treating others with respect
 - being a good listener
 - b. The student's answer might include the following:
 - i. outgoing, likes to meet people
 - ii. brave, people person
 - iii. caring, intelligent, likes people
 - iv. adventurous, thrill seeker
 - v. good speaker, likes the spotlight
 - vi. has endurance, healthy
 - vii. outgoing, self-motivated
 - viii. intelligent, curious, determined
 - ix. brave, athletic, trusting
 - x. caring, concerned, helpful
 - c. The student may have projected some of his or her own personality characteristics onto the persons listed in question 5.b.
6. The student's answer will depend on his or her life experiences.

Positive Habits	Negative Habits
<ul style="list-style-type: none"> • brushing teeth after meals • doing homework at same time • showering each morning • saying please and thank you • giving compliments • volunteering time • obeying traffic laws 	<ul style="list-style-type: none"> • biting fingernails • never doing homework • abusing alcohol • swearing • giving insults • overeating • driving recklessly

7.
 - a. The answer might include such things as smoking, drinking, or doing drugs. These habits are difficult to break because the body develops a physical dependence on them.
 - b. Some habits which might be hazardous to either health or safety include smoking, over or undereating, overexercising, drug use, alcohol abuse, failure to use seatbelts, and unprotected sexual contact.
8.
 - a. The student's answer will depend on whether or not he or she has identified any changeable, negative personality traits.
 - b. The student's answer will depend on whether or not he or she has identified any need to enhance his or her personality.

Section 1: Follow-up Activities

Extra Help

1. For these questions, the student will interview someone else and prepare a *humorion* for that person. Sharing and explaining this information with someone else will reinforce the concepts in the student. Discuss the results and what the student has learned while doing the interview.
2. As in the previous question, the student is asked to work as a journalist or interviewer seeking answers to questions that he or she has had to answer. The purposes of this exercise include learning more about the concept of change, sharing what has been learned with others, and, most importantly, learning about different approaches to personal change and growth.
3.
 - a. The purpose of this question is to have the student consider whether it is easier to think positively about himself or herself or others. Very often, people are inclined to look for the good in others and the flaws in themselves. Examine the two lists with the student. Reinforce the need to look for the positive qualities in himself or herself, especially if there are significant differences in the responses.
 - b. See the answer to question 3.a.
 - c.
 - i. Who was the *winner* in the two lists?
 - ii. Examine the student's answer for evidence that he or she may have had trouble listing positive qualities for himself or herself.
 - iii. The student's answer will depend on the level of self-confidence and self-assurance he or she has demonstrated throughout this section of the module.
 - iv. The student's answer might include any of the following:
 - learn new skills
 - practise positive thinking
 - hang around with people who appreciate me
 - increase my education
 - make personal changes

Enrichment

One of the most positive ways of enhancing self-concept is to set goals and dreams for the future. Forward thinking is uplifting and gives a sense of hope and a positive focus to an individual. In this activity, the student is not only asked to consider both short-term and long-term goals, but to actually set some dates for achieving these goals. As well, sharing dreams adds to the possibility that others will encourage the student to follow up on the dreams and find ways to make his or her goals a reality.

Section 2: Feelings

Key Concepts

- expression of feelings
- changing emotions
- sensitivity to others
- emotional and physical health
- depression
- suicide
- flexible outlooks and behaviours

The student in the Health and Personal Life Skills program was introduced to some of the key concepts of Section 2 in earlier grades, and the first part of the section reviews the major ideas related to feelings or emotions.

As the section progresses, the information moves from review material into newer concepts such as depression, suicide, and stress. In addition to being new concepts, all three areas may be sensitive topics for some students. The student has been asked to speak with the learning facilitator or another caring adult if he or she feels that some of the information is too intense for him or her.

Answers to the activities and exercises will vary greatly depending on the life experiences and self-concept of the student. Some possible answers are suggested where appropriate.

Section 2: Activity 1

1. Examples of possible answers are provided.

A	angry	N	nervous
B	bashful	O	overwhelmed
C	cheerful	P	panicked
D	dumbfounded	Q	quixotic
E	excited	R	rowdy
F	frenzied	S	shameful
G	glad	T	terrific
H	hateful	U	uptight
I	impressed	V	violent
J	joyful	W	wonderful
K	kind	X	excited, expressive, xenophobic
L	lovable	Y	youthful
M	morose	Z	zapped

2. a. The student may have listed any of the following emotions. Others are possible.

- angry
- irked
- irate
- furious
- perturbed
- mad
- upset

- b. The student may have listed any of the following emotions. Others are possible.

- happy
- content
- elated
- tingly
- joyous
- ecstatic
- humourous

- c. The student's answer will depend upon the emotion chosen.

3. Some sample answers are given.

- a. Three things that bring about strong feelings of anger in me are **failing an exam, being yelled at, gossip, bullies, sexism, racism, war...**
- b. Three things that bring about strong feelings of pride in me are **seeing Canada's flag, watching my school team play, watching my parents relate to each other...**
- c. I feel fear most strongly when **I'm walking down the street at night, bullies threaten me, I hear the words "I'll be collecting your homework"...**
- d. I can hardly keep from laughing when **I'm watching Monty Python movies, my uncle Fred does his impressions...**
- e. I feel sadness when **I hear about abandoned children, someone I knows dies, I have to move and leave friends...**
- f. Sometimes I get really frustrated because **people just don't listen to me, I find it hard to understand math...**
- g. I am happiest when **I'm with my best friend, my family does things together, we get a holiday from school...**

4. a. People usually express their feelings in any of the following four ways:

- by talking about them
- by using actions to describe them
- bottling them up inside
- invent realistic, but untrue reasons for them

b. The student's answer will depend upon his or her life experiences. The student may not have an example for each means of expression.

c. **Ways in Which People Express Anger**

Positive toward themselves <ul style="list-style-type: none"> • wear off the anger by doing chores or exercises • talk it out • contract to change the situation from which the anger is developing 	Positive toward others <ul style="list-style-type: none"> • share his or her feelings with the person who is the source of the anger • share his or her feelings with a third party (parent, counsellor, friend) • work together to resolve the situation
Negative toward themselves <ul style="list-style-type: none"> • keep the anger bottled up inside • deny the emotion • make up excuses • build up the anger by stewing over the situation 	Negative toward others <ul style="list-style-type: none"> • hit, kick, bite, fight with the person • increase the anger level • put-downs, sarcasm

5. The student's answer will depend upon the experience chosen. The answer should show how the student was affected by the emotions of someone else.

6. a. The student's answer might include the following:

- Terry was assuming Chris was angry.
- Terry was assuming that the anger was directed at him.
- Terry was assuming that Chris wasn't interested in his ideas.

b. Chris was scowling, walking away quickly, and didn't respond to direct communication.

c. The student's answer might include any of the following:

- anger, but directed at someone else
- worry
- frustration
- depression

d. The student's answer might include any of the following:

- He failed an important test.
- He had a fight with his parents.
- His girlfriend broke up with him.
- He didn't make the volleyball team.

e. The student's answer might include any of the following:

- He could have offered support.
- He could have tried cheering him up.
- He could have asked what was wrong.
- He could have talked instead of giving him the cold shoulder.

7. a. Someone might not express his or her feelings for the following reasons:
 - He or she has been hurt in the past when he or she shared feelings.
 - The person is reluctant to trust others based on past experiences.
 - He or she is unsure if his or her feelings are appropriate.
 - The person may just need time alone.
 - Different cultures express emotions differently.
- b. The student's answer will be based upon his or her past experiences with any or all of the five reasons in 7.a. Watch for his or her choice of reasons when the student gives his or her explanations.
- c. The student's answer will depend upon his or her own experiences. You may want to share your own ease or difficulty with certain emotions.
- d. The student may have already used one of the five main reasons earlier in this exercise.
8. Some possible answers are as follows:
 - People could try to understand why I am not expressing my feelings.
 - I like it when I am talking to someone who expresses his or her own feelings.
 - People could tell me that they care about my feelings and how I am expressing myself.
 - I am more willing to express feelings if we have built our trust level first.
 - I talk more openly to someone who really listens!

Section 2: Activity 2

1. a. The answer will depend on the experiences of the student. This question and the question that follows are excellent group discussion questions.
- b. The student's answer may include butterflies in the stomach, nausea, shaking knees, trembling voice, headache, heavy breathing, and so on.
- c. Other answers from the student might include throat clearing, tapping pencils, pacing around the room, talking quickly, wiping forehead, tapping feet, and so on.
- d. The student's answer might include red face, tight jaw, clenched fists, clenched teeth, crossed arms, and so on.
- e. The student's answer might include downcast eyes, tears in the eyes, quivering lips, slumped shoulders, no smiling, slow paced walk, and so on.
2. a. slovenly, clothes not changed
- b. either not sleeping much or always sleeping, waking up often at night
- c. very low, may see himself as a loser
- d. changed from normal, may overeat or undereat
- e. changes friends, forces friends away, spends more time alone
- f. marks falling, assignments not completed, lack of attention in class
- g. mostly spends time alone, may isolate himself from friends
- h. worse than before, unexplained aches and pains, headaches, feeling sick
3. a. The student's answer may include the following:
 - keeping it bottled up inside
 - taking it out on others (hitting, insults)
 - punching walls, breaking things
- b. The student's answer may include the following:
 - talking it out with someone you trust
 - using the energy to do things that need to be done
 - walk it off, exercise

- c. Even though the anger isn't expressed, the body still knows anger is present. If anger is internalized, it can create health problems such as headaches or stomach problems or build up until there is an explosion.

4. Nausea

- a. the feeling that you are about to vomit
- b. nervousness, stress, fear
- c. exam pressure, speaking in public, ate too much
- d. flu, food poisoning, pregnancy

Stomach Ulcers

- a. a break in the lining of the digestive tract; very painful; may bleed
- b. stress, tension, nervousness, internalized anger, worry
- c. business pressures, family stresses, school pressures
- d. excessive stomach acid, alcohol, coffee, poor diet, bacterial infection

Anxiety

- a. nervous tension that seems constant
- b. fear, worry, frustration
- c. paranoia, bullying, failure to solve problems early, poor self-concept
- d. real or imagined threats, confusion about solutions

Obesity

- a. an accumulation of fat cells (twenty percent more than recommended)
- b. sadness, depression, worry, fear
- c. low self-esteem, family trait, social pressures
- d. food addictions, gland/hormone condition, lack of exercise, poor diet

Indigestion

- a. pain or discomfort in the lower chest or stomach area
- b. nervousness, anger, worry, excitement
- c. family or work stress, speaking in public, argument
- d. digestive tract problems, ulcers, diet, spicy foods, allergies to certain foods

Insomnia

- a. the inability to fall asleep or stay asleep
- b. anxiety, worry, depression, anger
- c. time pressures, overloaded schedule, not dealing with problems
- d. inability to relax or unwind, poor sleep schedule

Addictions

- a. a dependence—physical or psychological—on alcohol or other drugs, a habit
- b. low self-concept, depression, worry, nervousness, anxiety
- c. peer pressures, social pressures, advertising, thrill seeking
- d. failure to understand seriousness, parent example, availability

5. The student's answer might include the following:

- unrealistic expectations
- societal messages about the perfect body
- low self-esteem
- aversion to food
- excessive habits

Section 2: Activity 3

1. a. The student's answer might include the following:
 - long period of sadness
 - dropping out of favourite activities
 - changing her diet
 - excessive use of television as an escape
 - unexplained aches and pains
 - change in sleeping habits
 - loss of interest in personal appearance
 - losing weight
 - mood swings
 - lack of energy, restlessness
 - lowered self-esteem
 - feelings of hopelessness and helplessness
- b. The only symptom mentioned in the textbook that she did not exhibit was increased alcohol or drug use.
- c. She displayed both helplessness and hopelessness.
2. a. Insomnia is the inability to fall asleep or to stay asleep.
- b. Insomnia can be caused by being worried about something, exam pressures, sadness or depression, nervousness, and so on.
- c. The student's answer might include the following:
 - listening to relaxing music
 - reading
 - light exercise
 - meditation
 - deep, quiet breathing
 - focusing on pleasant thoughts, memories, and so on
3. a. Ashley might talk with her friends, family members, her art teacher, or counsellor.
- b. The student's answer may include the names of friends, family members, favourite adults, or coaches.
4. a. Knowing the symptoms of depression is the best protection against sliding into deep depression and is useful for recognizing depression in someone else.
- b. The student's answer may include the following things:
 - spending time with friends or family
 - going for walks
 - playing sports
 - engaging in a hobby or pastime
 - watching a funny movie or television show
 - reading
 - meditation/prayer
- c. The student's answer may include the following:
 - smile at other people
 - join the peer support team in her school
 - collect money for a charity
 - visit a senior centre or nursing home
 - volunteer at a day-care centre
 - babysit for free for a single parent
 - write a letter to someone who would like to hear from her
 - leave anonymous, positive notes in people's mailboxes or lockers

Section 2: Activity 4

1. a. Since attitudes about suicide range from fear to understanding, and from attitudes of support to concerns strongly influenced by religious beliefs, the student's answer will vary. Sample answers have been given.

It is recommended that you prepare your answers to each of the unfinished sentences to gain a better appreciation of the difficulty level and your own attitudes.

- I think suicide is sometimes considered as a option by teens because **they get really unsure of themselves and depressed, and can't think of any ways of coping.**
- People who attempt suicide are **unable to cope with the problems facing them or feel they are worthless.**

- If someone told me he or she was thinking about it, I'd **tell that person that I really cared about him or her and that I would help him or her get help.**
- Morally, I think suicide **is a sin.**
- If someone I knew committed suicide, the most difficult thing for me would be **wondering if I could have done anything to prevent it.**
- If I was asked if I thought that there was ever a time when suicide was acceptable, I'd say **that if a person was terminally ill it would be okay.**
- The best way of helping someone who might be suicidal would be **to let that person know you care and that you'll stand by him or her.**
- If I felt suicidal, the kind of people I would talk to would be **friends or family or others who really know me and care about me.**
- What I don't understand about suicide is **how someone could actually go through with it.**
- If someone said that he or she didn't want my help, I **wouldn't believe him or her and would continue to care anyway.**
- When people say, "There's no hope," I **want to reassure them that although I can't promise to give them hope, I am willing to assist them with solving some personal problems.**

- b. The student should discuss his or her answers to question 1.a. with you or another interested adult.
- c. The student's answer will depend on how he or she felt about doing 1.a.
- d. The student's answer will depend on whether he or she found 1.a. difficult to answer.
- e. The student or you may find that as you share answers or consider other points of view, you are questioning some of your own attitudes.
- f. The student's answer will depend on his or her attitude about suicide.
- g. Personal attitudes would have a large impact. For example, if the student believed that there was nothing to be done about suicide, he or she would make no attempt to intervene or counsel the person; if the student believed the person was insane, he or she might let fear control the help he or she offered; if the student believed it was wrong, he or she might lecture right versus wrong instead of listening to the feelings behind the choice to attempt suicide.
- h. The student's answer will depend on his or her personal attitudes.
- i. The student might consider any assistance to be a waste of his or her time and energy and miss the opportunity to successfully intervene.
- j. Increased education will likely reduce fear of the issue and eliminate the incorrect assumption that there is nothing that can be done to impact or reduce suicide.

2. a. **Suicide: Fact (F) or Myth (M)?¹**

- i. Myth Many people who attempt suicide tell someone either directly or indirectly. All statements or threats must be taken seriously.

Very few suicides occur without some form of warning. Sometimes this warning may be presented not only in the cues or signs just described, but verbally as direct or indirect expressions of suicidal thoughts.

¹ Alberta Education, Special Education Services. *Understanding Depression and Suicide: Student Booklet* ©1987, p. 2.

Indirect statements might include:

- “What’s the use of going on.”
- “You won’t have to worry about me much longer.”
- “Oh... I just don’t know...”
- “Sometimes I think my parents would be happier if I’d never been born.”
- “I just can’t take it anymore!”

Direct statements might include:

- “Sometimes I just feel like killing myself.”
- “If I killed myself, then people would be sorry.”
- “One of these days I’ll do it. I’ll take the pills and end it all!”

Whether direct or indirect, verbal or nonverbal, such statements, threats, or symptoms cannot be taken lightly, and should be seen as signs of depression or suicide in teens.

- ii. Myth Suicide crosses all socio-economic layers.
 - iii. Myth Most people, through behaviour changes, direct statement, or nonverbal clues, give some warning of potential suicide.
 - iv. Myth This is a dangerous myth. Sometimes this may be the only way to determine how serious the person is about suicide or to confirm your suspicions. As well, it indicates your willingness to discuss suicide and to help the person seek help.
 - v. Myth Motives for suicide are as varied as the people who are involved.
 - vi. Myth Nothing could be further from the truth. Perhaps as many as eighty percent of completed suicides occurred after previous attempts. This is especially true for young people.
 - vii. Myth Those considering suicide are usually ambivalent about death. Most simply want to escape an intolerable situation, and often change their mind about suicide in a very short period of time.
 - viii. Fact Suicide and drug or alcohol abuse often go together. Alcoholics are at much higher risk than the average population, and drugs or alcohol are often used just prior to an attempt.
 - ix. Myth The improvement may just indicate that the person has made a decision to commit suicide, and may feel better having decided.
 - x. Fact The ratio varies from age group to age group, and males are, on average, three times more likely to complete suicide.
 - xi. Fact Loss, especially loss of a relationship, may be one of the most significant factors preceding the suicide of an adolescent. Other types of loss are also important factors.
 - xii. Fact Lack of hope for the future, for example, is an important attitudinal clue.
 - xiii. Myth This is one secret you cannot keep. You may lose a friendship temporarily, but you will save your friend’s life.
- b. Although this was not a test, the student will likely be interested in how well he or she did.
 - c. The degree of the student’s surprise will likely match his or her success in understanding the differences between myth and fact.
 - d. The student’s answer will depend on how he or she answered 1.a.

3. a. **Warning Signs Related to Suicide¹****Physical Signs**

- ✓ A neglecting personal appearance
- ✓ A chronic, unexplained illness, aches, pains
- ✓ A sudden weight gain or loss
- ✓ A sudden change in appetite

Emotional Signs

- ✓ A sense of hopelessness, helplessness
- ✓ A inability to enjoy friendships
- ✓ A wide mood swings, sudden outbursts
- ✓ anxiousness, tension, agitation
- ✓ A lethargy, tiredness
- A changes in personality
- ✓ loss of ability to concentrate, daydreaming
- A deep sadness
- ✓ loss of reason, inability to think
- ✓ A feelings of guilt or failure
- thoughts of harming oneself
- A feelings of worthlessness, feeling that you are a burden
- A loss of enjoyment from activities formerly enjoyed

Behavioural Signs

- making a will, writing poetry or stories about death or suicide
- quietly putting affairs in order, taking care of business
- threatening suicide
- hoarding pills, hiding weapons, describing methods for committing suicide
- previous suicide attempts

Please note that these first five behavioural signs are very important. They indicate that a person may have made a decision to commit suicide. A previous attempt is particularly important. People with previous attempts are at a higher risk.

- ✓ A decreased social activity, isolation
- ✓ sudden drop in school achievement
- ✓ A loss of interest in sports, hobbies, work, etc.
- ✓ unexplained use of alcohol or other drugs
- ✓ increased use/abuse of alcohol or other drugs
- ✓ A withdrawal from family and friends, forcing others away
- ✓ A changes in eating or sleeping habits
- ✓ A changes in friendships
- running away from home or school
- accident proneness, increase in risk-taking behaviours
- giving away prized possessions
- A sudden changes in personality
- preoccupation with thoughts of death or dying

- b. See the answers provided for question 3.a.
- c. Ashley is probably depressed, but not necessarily suicidal.

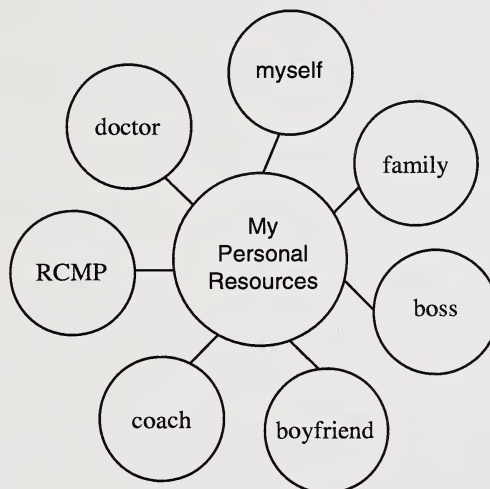
¹ Alberta Education, Special Education Services. *Suicide Prevention and Coping: A Manual for Teachers, Counsellors, and Administrators* ©1987, p. 2.

- d. Although Ashley shows some of the signs of suicidal thought and most of the signs of depression, she has not yet shown some of the most important clues in her behaviours. However, this does not mean that her friends and family shouldn't worry about her, because she is obviously in a great deal of distress and needs their support.
4. a. A suicidal person may be experiencing feelings of worthlessness, hopelessness, helplessness, alienation, isolation, sadness, loneliness, rejection, or anxiety.
- b. Empathy is the ability to put yourself in someone else's situation or to truly understand what it must be like to be that person.
5. a. The student's answer will depend upon his or her family and friends and whom he or she considers to be a good listener.
- b. The student's answer may include the following:
 - They show respect.
 - They make eye contact; look at you.
 - They paraphrase.
 - They don't judge you when you speak.
 - They express their feelings and listen for your own.
- c. Hopefully, the student will repeat most of the list given in the answer for question 5.b.
- d. A depressed or suicidal person may feel as if no one really cares or that his or her feelings are crazy. A good listener is a caring listener who does not make judgements about the feelings of another person and who shows respect and demonstrates caring, two things that the suicidal person may feel he or she is lacking.
6. a. Possible answers might include relief, happiness, or excitement.
- b. Possible answers might include frustration, anger, or annoyance.
- c. Possible answers might include joy, ecstasy, elation, and excitement.
- d. Possible answers might include fear, anxiety, confusion, or panic.
- e. Possible answers might include depression, sadness, overwhelmed, and stress.
- f. Possible answers might include anger, frustration, being fed-up, and irritation.
- g. Possible answers might include conceit, pride, or happiness.
- h. Possible answers might include defeat, hopelessness, helplessness, sorrow, and depression.
- i. Possible answers might include frustration, anger, depression, or sadness.
- j. Possible answers might include pride, happiness, and excitement.
7. The best examples are sentences e. and h. which show possible feelings of hopelessness and helplessness. Sentences f. and i. might also be clues if they are constant statements or are attempts to push people away.
8. a. The person might speak in a monotone, slowly and methodically, or quiet and almost in a whisper.
- b. You might see downcast eyes, no smiles, bags under the eyes, pained expression, or blank stares.
- c. You might see stooped shoulders, tired expressions, walking slowly or in an agitated fashion, and an unkempt appearance.
9. The student's answer may include the following:
 - It decreases the chance of a misunderstanding.
 - It shows respect.
 - It allows you to respond in a way that continues the conversation.
10. There are many possible answers to this exercise. One or two examples have been suggested for each sentence.
 - a. Possible answers might include the following:
 - I'm sorry to hear that the music on it was poor.
 - Oh, I guess you're going to buy it for me for my birthday.

- b. Possible answers might include the following:
- It sounds as if they've been neglecting you lately.
 - Have they cut your allowance again?
- c. Possible answers might include the following:
- So, they finally got a DJ with a good music selection, eh?
 - I guess a lot of girls asked you to dance this time.
- d. Possible answers might include the following:
- Don't tell me she's been spreading rumours again!
 - I heard that she's been walking to school without you.
- e. Possible answers might include the following:
- It seems as if nothing has been going right for you this year.
 - It can be really tough figuring out future goals.
- f. Possible answers might include the following:
- The work must really be building up at home.
 - You've taken on a lot of volunteer jobs this year.
- g. Possible answers might include the following:
- Nothing like the great restaurants and non-stop eating.
 - Great surfing, isn't it?
- h. Possible answers might include the following:
- It's one step forward and two steps backward.
 - Is your car broken down again?
11. Statements b., e., and h. might contain suicide intent because they express helplessness or hopelessness. Statements f. and d. might be expressions of sadness or depression.
12. The suicidal or depressed person often lacks self-respect and feels that no one cares about him or her, or about his or her feelings. Self-esteem is very low. By listening with respect, checking feelings, and working hard to understand the meaning behind the words, the listener is sharing some self-respect, caring, and attention.
13. The student's answer might include the following:
- Use eye contact, look at the person.
 - Paraphrase what you hear.
 - Put the feelings of the other person into words.
 - Remove distractions and give full attention.
 - Express your own feelings of caring and support.
14. Look for signs of self-confidence.

15. a. The student's answer should reflect the confidence in and the level of support of family, friends, neighbours, coaches, relatives, and so on. This list is more than just an exercise in the module; it may represent a real working list if the student ever finds himself or herself in a helping situation.

Some possible answers are shown. Many more are possible.



- b. The student has received a list of agency phone numbers throughout Alberta, but the answer here should reflect the fact that he or she has taken the time to look through local phone books and/or taken the time to really consider possible supports in the area around him or her.

Section 2: Activity 5

1. Natural responses include the production of more hormones such as adrenaline, faster pulse (heart beat), rising blood pressure, and faster breathing.
2. The following list contains three school-based stresses, three family-based stresses, and three peer-based stresses:

• homework	• looking after younger brother	• pressure to smoke
• final exams	• curfew	• bullies
• conflict with a teacher	• part-time job	• walking home alone at night
3. a. By using the decision-making method, he could work on the sources of his stress and, hopefully, identify some action steps which, if successful, would reduce the stress levels between his mother and himself.

b. Possible answers might include the following:

 - He could smile at her at least once a day.
 - He could choose one particular chore and do it without being asked.
 - For the coming weekend he could make an effort to come home on time.
4. a. The student's answer will vary according to the stress levels he or she is facing. Watch for examples from various aspects of life: home, school, part-time job, peers, and so on.

b. Hopefully, the student will respond affirmatively and indicate by his or her answers that he or she understands the steps in decision making.

- c. Whatever answer the student chooses, you might assist him or her in making some decisions about the manner in which he or she might want to deal with the personal stresses.
5. The student's answer might include the following:
- abuse of alcohol or other drugs
 - dropping out of school
 - running away
 - over eating or under eating
 - vegging in front of the television
6. a. The textbook suggests such ideas as listening to music, reading, hobbies, crafts, yoga, hot baths, running or walking, deep breathing, exercise, and prayer or meditation.
- b. The student may indicate reading, listening to music, talking to a friend, exercising, or doing deep-breathing exercises.
- c. Each gift described by the student will be based on personal interests and supports. Again, sharing of answers is recommended if people feel comfortable doing so.
7. a. The student's answer may include such things as movies, favourite comedians, television shows, funny friends, family members, favourite jokes, books, and so on.
- b. The correct answer is eating!
8. The student's answer might include the following:
- a. I take a ten minute break for every hour of studying I'm doing.
 - b. I'll listen to environment tapes before going to bed.
 - c. I've decided to add breakfast to my list of meals.
 - d. I'm going to take the stairs at school two at a time when I change classes.
 - e. I don't smoke now, and I don't intend to start.
 - f. Answers will vary.
9. The student's answer might include taking a hot bath, listening to music, playing an instrument, reading a book, visiting a friend or relative, or going on vacation.

Section 2: Follow-Up Activities

Extra Help

1. a. The student will find this quite an eye-opener in terms of personal stress. The student may be amazed at the number and variety of factors impacting on an average day in his or her life. No wonder he or she may feel wiped out at the end of the day!
- b. The student's answer will vary from "totally stressed out" to "calm, cool, and collected." The important aspect of the answer is the reason behind the high or low level of stress. For example, did the student practise relaxation during the day to lower stress levels?
2. a. The student's answer might include going for a walk, getting a banana split, visiting friends, reading a great book, talking with friends or family, going shopping, seeing a movie, and so on.
- b. The student's answer might include cleaning, repairing something, shoveling snow, planting a garden, mowing the lawn, going for a run, baking something, writing a letter, and so on.
- c. The student's answer might include volunteering at a senior centre or a boys and girls club, cleaning sidewalks, making supper, smiling at five different people on the way down the street, and so on.
- d. The student's answer will depend on his or her own particular skills, interests, hobbies, or pastimes.

- e. The student's answer will depend on his or her own views of the personal and professional resources he or she has at his or her disposal and whether or not the student recognizes these resources. Be observant of a student who says he or she does not have any resources and/or leaves this space blank.

Enrichment

1. This is a research and report option for the student and will require access to a library or health/mental health agency resources.
2. This activity is all about harnessing the intelligence, values, and influence of adolescents. Sharing the knowledge that he or she has gained by completing this module is a very positive and proactive approach, not only to the student's own learning, but to the learning of his or her peers and friends.

Module 2: Relating to Others

Overview

In this module the student will learn about relationships with his or her peers and families. The student will explore his or her relationships with friends, dating, the meaning of love, structures and functions of families, relationships among family members, family life stages, influences of unexpected events on families, and running away.

After completing Module 2, the student will have a good understanding of dating relationships and the expectations people have of these relationships. The student will gain an appreciation of the influence family members have on each other and the influence the family life cycle can have on a family. He or she is exposed to some unexpected events that can affect a family and some possible solutions for coping with these crisis situations.

Module 2 Relating to Others



Section 1
Friendships with Peers

Section 2
Family Relationships

Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	50 marks
Section 2 Assignment	50 marks
TOTAL	100 marks

The following videos are appropriate for use in this module:

- *Being*

Section 1: Friendships with Peers

Key Concepts

- relationships with friends
- dating
- love

In Section 1 the student will recognize the importance of maintaining existing friendships and will learn that new friendships can cause stress on existing friendships. The student will learn about skills that promote authentic relationships. He or she will become aware of social customs in dating and the pros and cons of steady dating. The student will learn the importance of being personally responsible in dating situations. He or she will learn to appreciate the importance of good communication in relationships. He or she will also develop an awareness of the varied meanings and stages of love.

Section 2: Family Relationships

Key Concepts

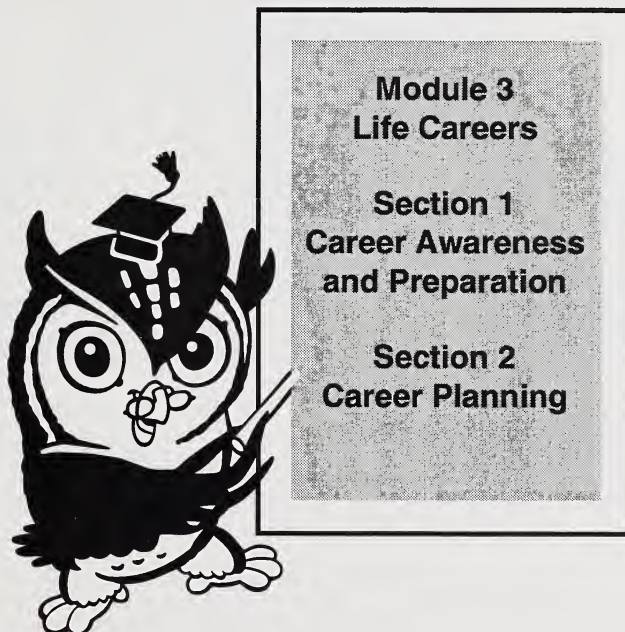
- structure and functions of families
- family life stages
- relationships among family members
- influence of unexpected events on families
- running away

In Section 2 the student will become familiar with the different family structures and family functions. The student will also become familiar with ways to enhance family relationships. He or she will be able to identify the stages of the life cycle and see how family members are affected by each stage. The student is exposed to some coping skills that can be used to deal with unexpected family events. Finally, the student will gain a better understanding of problems related to runaways.

Module 3: Life Careers

Overview

In this module the student will gain an understanding of occupational classifications, the relationship between educational preparation and occupational choice, the changing nature of male and female roles, and stereotyping and its effects on male and female roles. He or she will also learn to appreciate the importance of continuing educational and vocational planning from an early age.



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	50 marks
Section 2 Assignment	50 marks
TOTAL	100 marks

The following are suggested videos that are appropriate for use in this module:

- *Explore Your Options*
- *I Want to Be an Engineer*

Section 1: Career Awareness and Preparation

Key Concepts

- job classifications
- occupations and education/training requirements
- changing nature of male/female roles
- stereotyping

In Section 1 the student will recognize the different ways in which occupations are classified. He or she will discover that occupations are usually classified according to interests, educational levels, working conditions, and school subjects.

The student becomes aware that different types of education are required for different occupations. For the post-secondary institutions studied in this section, addresses, phone numbers, and fax numbers are provided so the student can contact those institutions he or she is interested in to get specific information. He or she will need to continue making career decisions regarding occupational choices.

The student becomes aware of the changing nature of male and female roles. The last part of this section focuses on stereotyping and its limiting nature.

Section 2: Career Planning

Key Concepts

- individual characteristics
- need for continuous appraisal
- personal exploration
- personal attributes and occupational options
- individual profile of strengths and uniqueness
- planning short- and long-term goals
- Alberta High School Diploma
- courses and careers

Section 2 allows the student to get to know himself or herself better. He or she differentiates and personally explore his or her interests, skills, abilities, attitudes, aptitudes, temperament, needs, and values.

The student will recognize the need for continuous appraisal of his or her individual characteristics. He or she comes to understand the importance of organizing his or her self-appraisal information into categories of strengths and uniqueness to help the student with his or her career planning.

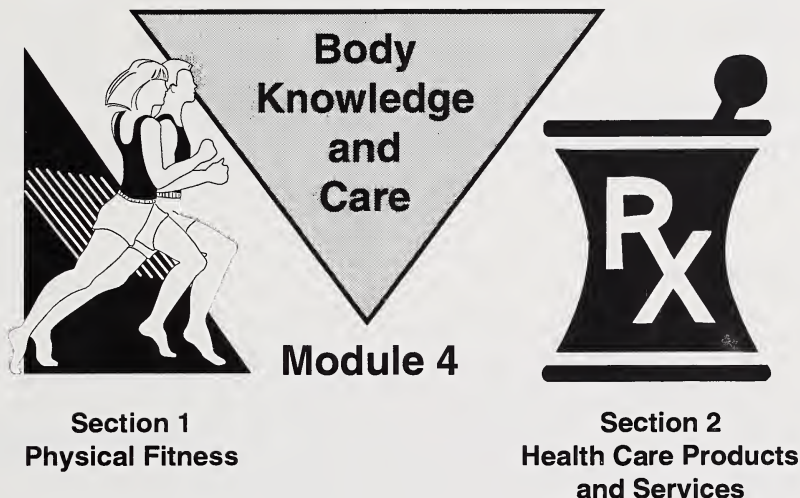
The student becomes aware of the importance of starting his or her career planning early. The student learns about job-search strategies (networking, classified and career ads, job postings, Canada Employment Centres, and media) and job advertising tools (filling out application forms, preparing a résumé and an accompanying cover letter, and preparing for an interview), which will be very useful to him or her in finding jobs. He or she also learns about credits, graduation requirements, course selection, and the difference between core and complementary courses.

The last activity of Section 2 allows the student to identify relationships between high school courses and occupations.

Module 4: Body Knowledge and Care

Overview

This module focuses on the student understanding the importance of balanced fitness programs for optimum health throughout life. It encourages wise selection and responsible use of health care products and services.



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	70 marks
Section 2 Assignment	30 marks
TOTAL	100 marks

The following are suggested videos that are appropriate for use in this module:

- *Over-the-Counter Drugs: Smooth Talk and Small Print*

Section 1: Physical Fitness

Key Concepts

- physical fitness
- importance of being physically fit throughout life
- implementing individual physical fitness programs
- influence on physical fitness

Section 1 introduces the student to the relative importance of physical fitness to overall health. It identifies the fitness benefits of sports and recreation. It stresses the importance of physical fitness throughout life. The student comes to understand the importance of planning, following, and evaluating physical fitness. He or she learns that exercise, nutrition, rest, and sleep influence their physical fitness.

Section 2: Health Care Products and Services

Key Concepts

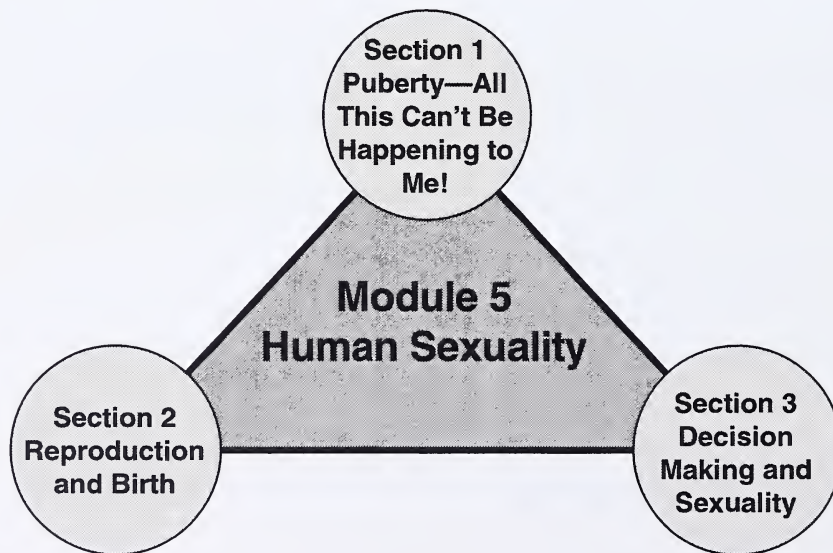
- determining individual health needs
- health care products
- health care services
- information sources
- cosmetic treatment
- effective use of health care products and services

In Section 2 the student will have the opportunity to assess and determine when health care products and services are required. He or she will identify and use information from reliable sources to select the required health care products and services. The student will become aware of the importance of using health care products and services appropriately to enhance his or her health. He or she will recognize the use and abuse of cosmetic treatment.

Module 5: Human Sexuality

Overview

This module focuses on three areas of human sexuality—puberty, reproduction and birth, and decision making and sexuality. In Section 1 the student will gain an increased awareness of puberty as being a physical and emotional growing process. He or she will develop an awareness that each individual grows according to a unique sequence and timeline. Section 2 introduces the student to pregnancy and health and climacteric and menopause. The final section of this module emphasizes special decisions and concerns related to teenage pregnancy, and special decisions and information related to birth control and sexually transmitted diseases. The student will become familiar with referral agencies and resources that are available for seeking STD information and treatment.



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	10 marks
Section 2 Assignment	20 marks
Section 3 Assignment	70 marks
TOTAL	100 marks

The following are suggested videos that are appropriate for use in this module:

- *Teen Panel: Choices*
- *AIDS: The New Facts of Life*

Section 1: Puberty—All This Can't Be Happening to Me!

Key Concepts

- puberty
- uniqueness of individual development

In Section 1 the student will become aware of the physical, social, emotional, and mental changes that occur during puberty. He or she will develop an awareness that each person is unique and special and has his or her own growth patterns.

Section 2: Reproduction and Birth

Key Concepts

- reproduction
- birth
- health precautions during pregnancy
- climacteric and menopause

In this section the student will gain an understanding of the process of reproduction from conception to birth. He or she will also develop an awareness of good health practices related to pregnancy.

Section 3: Decision Making and Sexuality

Key Concepts

- forms of sexual expression
- contraception
- teenage pregnancy
- sexually transmitted diseases
- referral agencies and resources
- decision making

The final section of this module helps the student recognize the difference between physical and social-emotional maturity and reproduction. It helps the student to develop an awareness of the responsibilities associated with sexual maturity. The student will develop an acceptance of self and others as sexual beings. It helps the student develop an awareness of contraception and its purpose. The student will gain an increased awareness of the decisions related to teenage pregnancy. He or she should also become more aware of the nature of sexually transmitted diseases, how they are transmitted, their detection, and treatment. The student will gain useful sexuality information about agencies and resources that are available.

Module 6: Culminating Project

Overview

Module 6: Culminating Project is intended as an alternative for completion by the student who chooses not to complete Module 5: Human Sexuality.

The student is encouraged to expand his or her exploration of topics in other Health and Personal Life Skills 9 modules, particularly those relating to occupational research, self-awareness and acceptance, relationships, and careers.

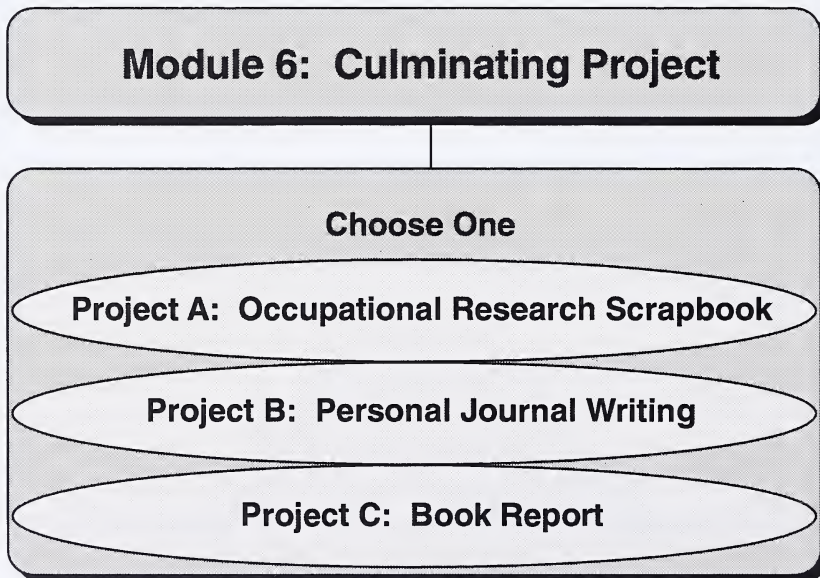
Project A offers the student the opportunity to learn more about an occupation he or she is interested in.

Project B affords the student an opportunity to develop skills in personal journal writing.

Project C encourages the student to begin critical reading in health and personal life skills areas which hold special interest for him or her.

The projects of Module 6, if completed conscientiously, require much effort and emotional investment on the part of the student.

It is equally important, however, that the projects be viewed as enjoyable, and as “time out” activities—chances for the student to be creative and to give relaxed thought to his or her life and surroundings.



Evaluation

The evaluation of this module will be based on the completion of one project.

The project chosen by the student will be graded out of 100 marks. The following mark distribution is suggested.

Project A: Occupational Research Scrapbook

- Content
 - What Does the Occupation Involve? 30 marks
 - What Does the Occupation Require? 30 marks
 - What Does the Occupation Offer? 30 marks
- creativity shown in scrapbook design and organization 5 marks
- neatness and general appearance of scrapbook 5 marks

Total 100 marks

Project B: Personal Journal Writing

- The journal entries cover adequate time period of thirty days. 25 marks
- The journal entries show evidence of serious student effort to develop journal-writing skills and to explore personal feelings and thoughts. 40 marks
- The journal entries show that the student has reflected on past entries. 25 marks
- general impression 10 marks

Total 100 marks

Project C: Book Report

- The book report shows evidence of careful and complete reading of the book chosen. 25 marks
- The book report shows evidence that the student has attempted to apply ideas from the book to current circumstances. 35 marks
- The book report is well organized, with examples given when appropriate. 15 marks
- The book report shows evidence that the author of the book was researched (i.e., author's background, other books by same author). 10 marks
- good spelling and grammar; neat appearance 15 marks

Total 100 marks

